



West Side Elementary School 2023-24 Schoolwide Improvement Plan



Comprehensive Needs Assessment- Data Sources: CCPS Data Dashboard & RESA Data Warehouse

Using the data sources provided for your school, have your school improvement team conduct a full analysis of data. Here are some suggestions for discussion:

- Do you see clear areas for improvement based on a review of Milestones data?
- Do you see discrepancies between in grade level data for the same subject?
- Does your benchmark data demonstrate growth patterns throughout the year?
- How does your benchmark data compare to EOG/EOC data?
- Review other achievement data and compare to the above. Can you identify overall trends?
- Does your profile data support that your Tier 2 (reteach) instructional methods are proving to be effective?
- Can you observe measurable growth in Tier 3 student data?
- Does your master schedule support dedicated time for Tier 1, Tier 2, and Tier 3 instruction?

Trends and Patterns

After reviewing and analyzing your Needs Assessment (data from sources provided), identify 2-3 *priority* trends and patterns. These are areas which, if improved, could have a positive impact on student achievement. These will become your SIP goals and drive the action steps of the School Improvement Plan.

#1	The number of students scoring in the levels of proficient or distinguished on the GA Milestones Reading is lower than the district and state average. Students are struggling to demonstrate mastery of reading literary texts, reading informational texts, and writing.
#2	The number of students scoring in the levels of proficient or distinguished on the GA Milestones Math is lower than the district and state average. Students are struggling to demonstrate mastery of multistep and constructed response math problems at proficient or distinguished levels. Students are struggling in the domain of Number and Operations at all grade levels.
#3*	The number of students scoring proficient or distinguished on the GA Milestones Science is lower than the district and state average. Students are struggling with demonstrating proficiency in Earth Science, Physical Science, and Life Science domains.

*optional if a third area of improvement is identified

Identified Trend/Pattern #1 (copy from pg 2)

The number of students scoring in the levels of proficient or distinguished on the GA Milestones Reading is lower than the district and state average. Students are struggling to demonstrate mastery of reading literary texts, reading informational texts, and writing.

Root Cause Analysis for Trend 1

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #1.

Root Cause #1	GMAS scores in ELA are still below the district and state average.
Root Cause #2	The number of students scoring Proficient or Distinguished on the GMAS is lower than the district and state average. Students are struggling with producing enough writing at a higher level of rigor (Idea Development, Organization, Coherence) to demonstrate mastery at level proficient or distinguished of constructed response items.
Root Cause #3	
Root Cause #4	

Action Step #1

Describe Action Step #1	Educators will work collaboratively to develop pacing guides, as well as participate in weekly collaborative lesson planning for Tier 1 instruction
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	using essential standards. For Tier 1 instruction in the area of Word Recognition, the following programs will be utilized: Heggerty Phonemic Awareness (K-2), Heggerty Bridge to Reading (K-1), West Virginia Phonics (2-5), Heggerty Bridge the Gap/UFLI(3-5), Reading Wonders decodables, Literacy Footprints, and Reading Wonders. For Tier 1 instruction in the area of Language Comprehension, the following programs will be utilized: iReady Reading and Writing Teacher Toolbox, Reading Wonders, and Write Score. Common Formative Assessments should be used for monitoring student progress.
Funding Source	Title I funds and charter budget
Targeted Subgroup(s)	All students, SWD, and ELL
Timeline for Implementation	By May 2024
Process for Monitoring	MAP progress monitoring, collaborative lesson plans in Google Drive, Lexia progress, Common Formative Assessments accompanied with Tier 2 instruction as needed in response to the CFAs
Position/Role Responsible	Grade-level teacher, academic coach, administrators, EIP teachers, and SPED teachers

Action Step #2

Describe Action Step #2	Educators will provide students with Tier 2 instruction within the designated time of our master schedule, thus providing them an opportunity to learn what they did not attain during initial core instruction. We will use Common Formative Assessments based on grade-level essential standards to determine what area students need additional support.
Funding Source	Title I funds
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024
Process for Monitoring	CFA data, Lexia, MAP data
Position/Role Responsible	Grade-level teacher, interventionist, EIP teachers, academic coach, administrators

*Add additional action steps as needed.

Action Step #3

Describe Action Step #3	Educators will provide small group instruction during ELT time (Tier 3 or extension block) to provide support to fill the gaps of previous years that were missed by students.
Funding Source	Title I funds
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024
Process for Monitoring	Lexia & MAP data
Position/Role Responsible	Grade-level teacher, interventionist, EIP teachers, academic coach, administrators

Strategic S.M.A.R.T. Goal #1

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your first school-wide strategic goal for the year.

#1	<p>To maximize academic achievement in ELA/Reading to ensure all students learn at grade level and beyond.</p> <ul style="list-style-type: none"> ● By May 2024, Kindergarten MAP Fluency Foundational Skills scores will increase from 82% to 85% of students scoring Meets or Exceeds in the areas of Decoding (Phonological Awareness) and 88% to 90% of students scoring Meets or Exceeds in the areas of Language Comprehension (Listening Comprehension). ● By May 2024, first grade MAP Fluency Foundational Skills scores will increase from 69% to 75% of students scoring Meets or Exceeds in the areas of Comprehension. ● By May 2024, second grade MAP Growth Reading scores will increase from 42% to 50% of students scoring at or above the 41st achievement percentile. ● By May 2024, third grade GA Milestones % at Levels Proficient or Distinguished in Reading will increase from 25.3% to 38%. (Dist
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	<p>38.2%/GA 36.4%)</p> <ul style="list-style-type: none"> ● By May 2024, fourth grade GA Milestones % at Levels Proficient or Distinguished in Reading will increase from 14.8% to 25%. (Dist 34.2%/GA 37.6%) ● By May 2024, fifth grade GA Milestones % at Levels Proficient or Distinguished in Reading will increase from 26.7% to 37%. (Dist 40.08%/GA 41.5%)
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Identified Trend/Pattern #2 (copy from pg 2)

The number of students scoring in the levels of proficient or distinguished on the GA Milestones Math is lower than the district and state average. Students are struggling to demonstrate mastery of multistep and constructed response math problems at proficient or distinguished levels. Students are struggling in the domain of Number and Operations at all grade levels.

Root Cause Analysis for Trend 2

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #2.

Root Cause #1	The number of students scoring level Proficient or Distinguished on the GMAS Math is lower than the district and state average.
Root Cause #2	Students are struggling to demonstrate mastery of multistep and constructed-response math problems at levels of 3 or 4. Students are struggling in the domain of Number and Operations at all grade levels.
Root Cause #3	
Root Cause #4	

Action Step #1

Describe Action Step #1	Educators will work collaboratively to develop pacing guides, as well as participate in weekly collaborative lesson planning for Tier I instruction using essential standards. For Tier 1 instruction, educators will utilize Eureka Math Squared, as well as the GaDOE Math resources. Educators will create common formative assessments using Eureka Math Squared and the GaDOE Math from our essential standards. Educators will utilize the county-created common summative assessments to further monitor student progress.
Funding Source	Title I funds & charter budget
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024
Process for Monitoring	MAP progress monitoring, collaborative lesson plans in Google Drive, iReady Math, Common Formative Assessments followed by Tier 2 instruction as needed per student
Position/Role Responsible	Grade-level teacher, academic coach, administrators, EIP teachers, SPED teachers

Action Step #2

Describe Action Step #2	Educators will provide students with Tier 2 instruction within the designated time of our master schedule providing students an opportunity to learn what they did not attain from the initial core instruction. We will use Common Formative Assessments based on grade-level essential standards to determine what area(s) students need additional support.
Funding Source	Title I funds
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024
Process for Monitoring	CFA data, iReady Math data, MAP data
Position/Role Responsible	Grade-level teacher, interventionist, EIP teachers, academic coach, administrators

*Add additional action steps as needed.

Action Step #3

Describe Action Step #2	Educators will provide small group instruction during the Tier III/extension block to provide support for students in filling the gaps in student knowledge.
Funding Source	Title I funds
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024
Process for Monitoring	iReady Math, MAP data
Position/Role Responsible	Grade-level teacher, interventionist, EIP teachers, academic coach, administrators

Strategic S.M.A.R.T. Goal #2

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your second school-wide strategic goal for the year.

#2	<p>To maximize academic achievement in Math to ensure all students learn at grade level and beyond.</p> <ul style="list-style-type: none"> ● By May 2024, Kindergarten MAP Growth Math scores will increase from 62% to 70% of students scoring at or above the 41st achievement percentile. ● By May 2024, first grade MAP Growth Math scores will increase from 59% to 67% of students scoring at or above the 41st achievement percentile. ● By May 2024, second grade MAP Growth Math scores will increase from 42% to 50% of students scoring at or above the 41st achievement percentile. ● By May 2024, third grade GA Milestones % at Levels 3 and 4 in Math will increase from 36% to 46% (Dist 44%/GA 43%). ● By May 2024, fourth grade GA Milestones % at Levels 3 and 4 in Math will increase from 25.9% to 40%. (Dist. 44.9%/GA 43.9%).
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- By May 2024, fifth grade GA Milestones % at Levels 3 and 4 in **Math** will increase from **34.9% to 42%** (Dist 39%/GA 36.9%).

Identified Trend/Pattern #3 (copy from pg 2)

The number of students scoring proficient or distinguished on the GA Milestones Science is lower than the district and state average. Students are struggling with demonstrating proficiency in Earth Science, Physical Science, and Life Science domains.

Root Cause Analysis for Trend 3

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #3.

Root Cause #1	The number of students scoring level Proficient or Distinguished on the GMAS Science is lower than the district and state average.
Root Cause #2	Students are struggling with achieving proficiency in the domains of Earth Science, Physical Science, and Life Science domains.
Root Cause #3	
Root Cause #4	

Action Step #1

Describe Action Step #1	Educators will use the GaDOE resources to guide and direct their science instruction. Instruction will focus on hands-on, student-centered, and inquiry-based approaches.
Funding Source	Title I funds & grant money from the GaDOE
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024

Process for Monitoring	MAP assessment data, Common Formative Assessment data
Position/Role Responsible	Grade-level teacher, interventionist, EIP teachers, academic coach, administrators

Action Step #2

Describe Action Step #2	Students will have access to Tier 2 science instruction during their weekly computer lab time. In the computer lab, students will work through STEM lessons designed to provide students with opportunities for reteaching of core instruction in the classroom.
Funding Source	Title I funds & grant money from the GaDOE
Targeted Subgroup(s)	All students, SWD, ELL
Timeline for Implementation	By May 2024
Process for Monitoring	MAP assessment data, Common Formative Assessment data
Position/Role Responsible	Grade-level teacher, interventionist, EIP teachers, academic coach, administrators

*Add additional action steps as needed.

Strategic S.M.A.R.T. Goal #3*

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your third (*optional) school-wide strategic goal for the year.

#3	<p>To maximize academic achievement in Science to ensure all students learn at grade level and beyond.</p> <ul style="list-style-type: none"> By May 2024, fifth grade GMAS % at Levels 3 and 4 in Science will increase from 23.3% to 33% (Dist. 38%/GA 39.2%).
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Final 2023-2024 School Improvement Strategic Goals

Copy the 2-3 final SIP strategic goals created throughout this document here. These will be your school-wide SIP goals for 2023-2024.

#1	<p>To maximize academic achievement in ELA/Reading to ensure all students learn at grade level and beyond.</p> <ul style="list-style-type: none"> ● By May 2024, Kindergarten MAP Fluency Foundational Skills scores will increase from 82% to 85% of students scoring Meets or Exceeds in the areas of Decoding (Phonological Awareness) and 88% to 90% of students scoring Meets or Exceeds in the areas of Language Comprehension (Listening Comprehension). ● By May 2024, first grade MAP Fluency Foundational Skills scores will increase from 69% to 75% of students scoring Meets or Exceeds in the areas of Comprehension ● By May 2024, second grade MAP Growth Reading scores will increase from 42% to 55% of students scoring at or above the 41st achievement percentile. ● By May 2024, third grade GA Milestones % at Levels Proficient or Distinguished in Reading will increase from 25.3% to 38%. (Dist 38.2%/GA 36.4%) ● By May 2024, fourth grade GA Milestones % at Levels Proficient or Distinguished in Reading will increase from 14.8% to 25%. (Dist 34.2%/GA 37.6%) ● By May 2024, fifth grade GA Milestones % at Levels Proficient or Distinguished in Reading will increase from 26.7% to 37%. (Dist 40.08%/GA 41.5%)
#2	<p>To maximize academic achievement in Math to ensure all students learn at grade level and beyond.</p> <ul style="list-style-type: none"> ● By May 2024, Kindergarten MAP Growth Math scores will increase from 62% to 70% of students scoring at or above the 41st achievement percentile. ● By May 2024, first grade MAP Growth Math scores will increase from 59% to 67% of students scoring at or above the 41st

	<p>achievement percentile.</p> <ul style="list-style-type: none"> ● By May 2024, second grade MAP Growth Math scores will increase from 42% to 50% of students scoring at or above the 41st achievement percentile. ● By May 2024, third grade GA Milestones % at Levels 3 and 4 in Math will increase from 36% to 46% (Dist 44%/GA 43%). ● By May 2024, fourth grade GA Milestones % at Levels 3 and 4 in Math will increase from 25.9% to 40%. (Dist. 44.9%/GA 43.9%). ● By May 2024, fifth grade GA Milestones % at Levels 3 and 4 in Math will increase from 34.9% to 42% (Dist 39%/GA 36.9%).
#3*	<p>To maximize academic achievement in Science to ensure all students learn at grade level and beyond.</p> <ul style="list-style-type: none"> ● By May 2024, fifth grade GMAS % at Levels 3 and 4 in Science will increase from 23.3% to 33% (Dist. 38%/GA 39.2%).

*optional if a third area of improvement is identified